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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Leisure Time for Adults. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals include the student's obtaining a general knowledge of leisure time and beginning to grasp how one uses free time. Specific objectives are for the student to identify when he has free time, to choose one realistic activity for each free-time area discussed, to broaden interests in regulation of his own free time, and to identify obstacles in learning or choosing free-time activities. Contents include homework assignments, handouts, teacher notes, and class activities. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Leisure Time

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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L E I S U R E T I M E

F O R A D U L T S

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GOAL:

To obtain a general knowledge of leisure time and to begin to grasp how one uses free time.

SPECIFIC OBJECTIVES:

1. Student will be able to identify when he/she has leisure time.
2. Student will choose 1 realistic activity for each of the free time areas discussed.
3. Student will broaden interests in regulation of own free time.
4. Student will identify obstacles in learning or choosing free time activities.

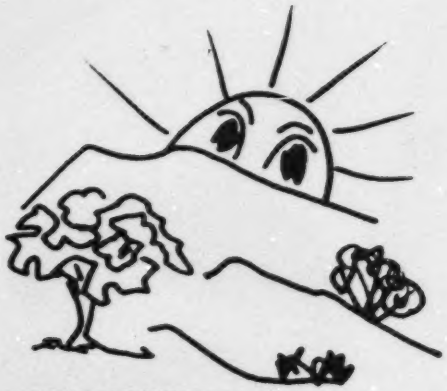
WHAT DO YOU DO WITH YOUR DAY?

Assignment: Find some pictures in a magazine or draw some things that you do daily. If you want, you may make a list of the things that you do each day.

Teacher Note:
cut and paste from magazines
or draw pictures

Did you include some of these ideas in your first assignment?

GET UP



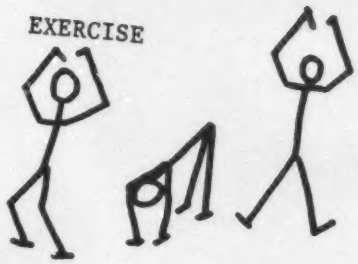
CLEAN

EAT
(breakfast, lunch, dinner)

GET DRESSED

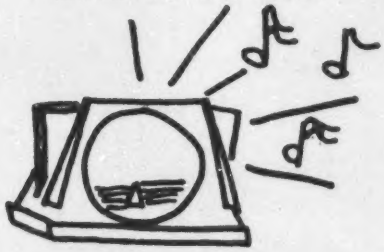
GO TO WORK

EXERCISE

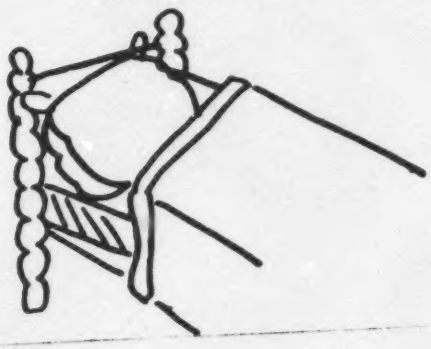


READ

LISTEN TO THE RADIO



GO TO BED

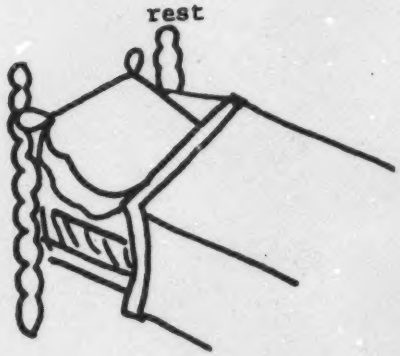


RELAX

listen to music

Go to the Park

rest



Part _____ What is a weekly schedule?

A schedule is a map of your week.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Some words you might need to know:
Breakfast Lunch Dinner Work Wash up Take a bath Sleep

Teacher note:

discuss daily activities.
use sample chart and map out one day. If student can't write, have them get help from someone who lives with them.

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SAMPLE CHART

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00	Wake up Clean up →						
7:00	Eat Breakfast						
8:00	Go to Work ↓						
9:00						Wake Up	
10:00						Exercise	
11:00						Go for a walk	
12:00	Lunch					Eat lunch	
1:00	↓					Paint	
2:00						Read	
3:00						Needlepoint	
4:00							
5:00	Go Home						
6:00	Make dinner and Eat						
	Relax, clean-up Take shower Watch tv						

LET'S LOOK AT OUR SCHEDULES

1. What is free time?

2. Read your charts. Look at the activities.

3. Are there any places/times that you left blank?

Teacher Note:

Discuss implications of "choices" and "alternatives" Note unproductive blocks of time (e.e. 4 hours of T.V. etc.) and blank spaces.

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WHAT IS FREE TIME?

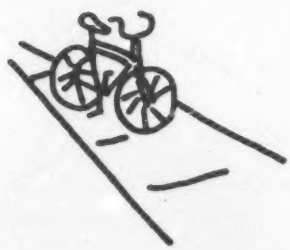
Free time is before and after work.

EXERCISE

TV

READING

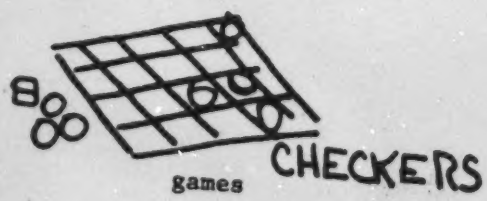
BICYCLING



Free time at breakfast, lunch and dinner

You may have free time in the evenings

GAMES



games

HOBBIES

hobbies

RELAXATION

relaxation

knit

You may have free time on weekends.

Discuss things you drew or wrote about.

Talk about what you do in your free time.

LET'S CHECK OUR SCHEDULES AGAIN

Are you satisfied with your daily schedule?

Is there anything you would like to do that you are not doing now?

Make a dream list of many things that you would like to do, whether or not you have done them.

Teacher Note:

Bring out desires, needs, negative self-concepts related to accomplishing tasks.

Time is important in choosing free time activities.

What are the different times you have free?

Teacher Note:

Example--weekends,
vacations, meals, etc.

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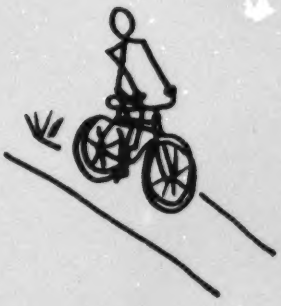
List things that fill up free time in the morning.

List activities you can do before, during, or after lunch and dinner.

exercise



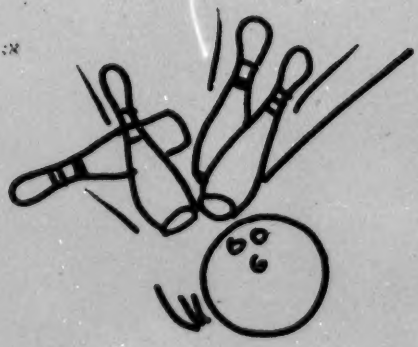
Write Letters

List activities you could do after work/school.

Swim

snack

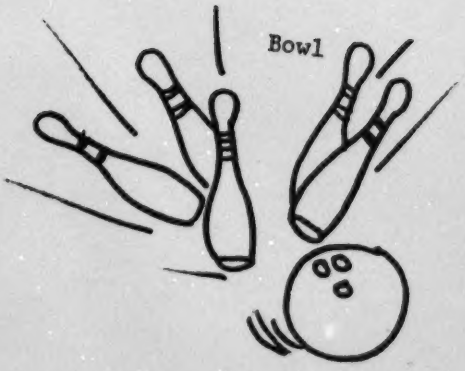
Bowl



paint

List evening activities.

See a Movie



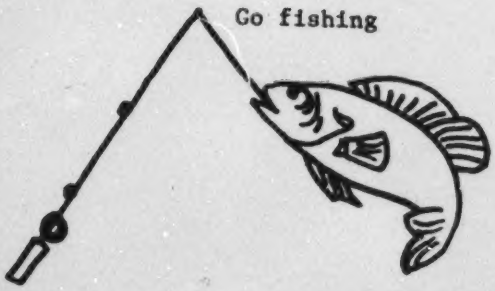
Bowl

Go Shopping

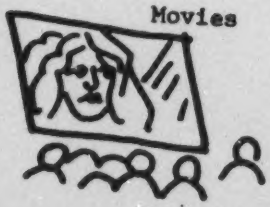
List activities you might be able to do on weekends.

Camp

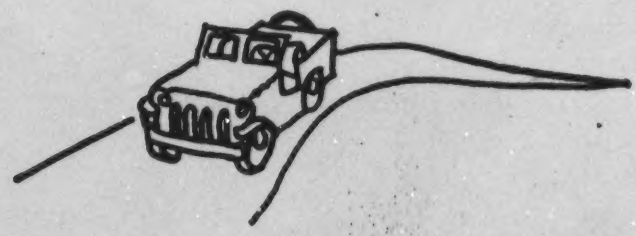
Go fishing



Movies

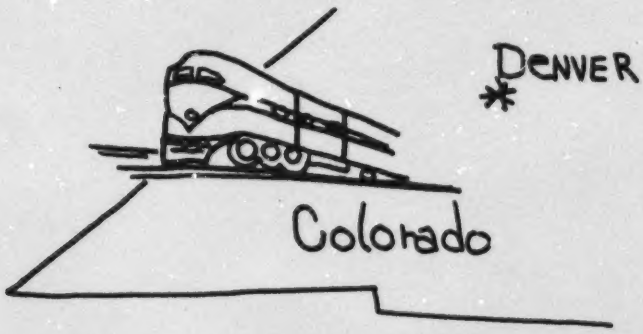


Go for a Drive



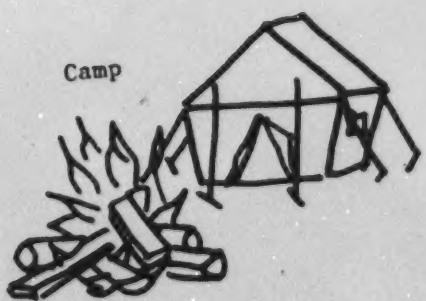
List activities you can do on vacations.

Travel to another city or state

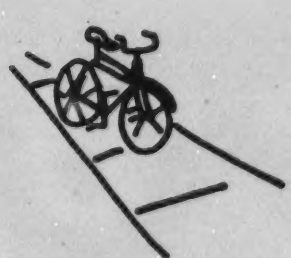


Hike

Camp



bicycle



Choose leisure time activities you want to try.

Discuss ways to reach your goals. Role play your alternatives to a variety of situations.

Teacher Note:

Let student discover his own miscalculations. Example: Taxi might cost more than she/he has in budget. It may be too far to walk. If equipment is needed, do students have the funds to pursue activities, etc.?

Of the Leisure Time areas we have explored, which do you need more help with?

Teacher Note:

Design new programmed steps in specific areas. (ex. step by step for bowling) always leave enough thought provoking incidents that require further research on the part of the student, but not enough to overwhelm the student and make decisions impossible.

Try the new free time activity after you have found a good way to do so. Take pictures, if you have a camera.

Return and discuss activity.

Draw or write about it.

Part _____ List or draw things you do in your free time.

Teacher Note:

This is a practical test,
not a dream list.
This sets the stage for
future expansion.
Discuss possible alternatives.